The University of Massachusetts

REPORT OF THE PRESIDENT

to the Board of Trustees, the Governor, and Citizens of the Commonwealth

JANUARY, 1950 TO JANUARY, 1951

February 6, 1951

The Honorable Joseph W. Bartlett
Chairman, Board of Trustees
The University of Massachusetts

Sir:

I have the honor to present through you to the Board of Trustees for transmission to the Governor of the Commonwealth the annual report of the University of Massachusetts for the year ending January 1, 1951.

Respectfully submitted,

RALPH A. VAN METER, *President*

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Report of the President

At the present moment the University faces a period of more than usual uncertainty growing out of the defense emergency. Fortunately we are at the end of a period in which much has been done that will increase our usefulness in meeting whatever demands are placed upon us.

The past year is our fifth since the end of the war. Like each of these years it has been marked by several developments that have greatly improved our organization and effectiveness as an educational institution. We were able to admit 847 freshman students—an increase of one third over the record entering class of the previous year. Our extensive work in agriculture and horticulture has been reorganized and consolidated under a Dean of Agriculture. Our new programs in engineering and forestry have been fully accredited by the appropriate professional agencies. Two subdepartments in the School of Liberal Arts have been given departmental status. We have made noteworthy changes in our Graduate School and in our admissions procedures, have reorganized our student health services, and have started to move into Civil Defense work as our first contribution to the preparedness program.

In addition, the past year has seen the completion of an electrical engineering building and a student-faculty apartment building. The new power plant and the animal pathology laboratory are nearing completion. Two much-needed buildings were authorized—a $600,000 dining hall, and an $800,000 dormitory that will be constructed by the Alumni Building Corporation.

The peak of the veterans bulge passed out of the University last June with the graduation of the largest class in our history. The admission of 847 freshmen in September reflected not only the replacing of student veterans by nonveterans, but marked a step ahead in bringing our four undergraduate classes back into balance and in opening new educational opportunities to boys and girls of the Commonwealth who have reached college age since the war years.

The larger freshman class has made possible the first post-war increase in enrollment of women—an increase of one fourth. This brought the total of women undergraduates from 635 to 787. Many hundreds of young women with fine records as students and under compulsion to find low-cost educational opportunities have been unable to enter a University crowded to the limit with veterans. We hope to provide soon for further growth in the number of women students.

Next September we plan to admit 1000 freshman students, of which 400 will be women. This entering class would bring the total enrollment to about 3900. In the present uncertainty, however, the effect of expansion in our military forces cannot be forecast with any accuracy until the new draft law is passed by Congress.

For this year, the Dean of the University reported an enrollment of 2776 four-year undergraduates in the fall semester. The Graduate School and the two-year Stockbridge School of Agriculture brought the total enrollment to 3524. In addition, the University provides about a dozen short courses annually for approximately 200 adult students who come to the campus for periods ranging from five days to three months.

The veterans are passing rapidly out of the colleges. A total of 848 were registered in the fall semester in all parts of the University. Only 31 veterans were enrolled in the freshman class. Several bills are before Congress to extend educational benefits to veterans of the Korean and succeeding campaigns, and it is highly probable that problems connected with the education of veterans will be with us for a long time. The important results seem certain to be that, again, unexpected educational opportunities will be opened to a new generation, and another step will be taken toward the removal of financial barriers to higher education.

The developing mobilization effort has not yet taken many of our students, although a feeling of uncertainty is widespread among them. As one step to meet the problem of manpower and the college student we are once more offering an accelerated program to students who wish to graduate in three years. That is, we are resuming a two-term or 12-week summer session in order that summer students may get almost a full semester of course work. A freshman class also

will be admitted in June, and we plan to provide a summer Reserve Officers Training Corps program in connection with the Armored Cavalry and Air Force units on our campus.

Sixty-eight members of the professional staff are reserve officers and three have been called to active duty. It is certain that others will be taken and that still others will leave for critical positions in government and defense work as we move to mobilize further the resources of the nation. This is as it should be. But we hope we can get all our staff back when we need them. Temporary suspension of programs in higher education may once again throw an overwhelming burden on the colleges, and a fully effective teaching, research and administrative organization requires long years of development.

LIBERAL ARTS AND SCIENCES

In my last two annual reports I have discussed the problem of bringing together our separate schools of liberal arts and sciences into a central college of arts and sciences, and the related problem of our need for a dean to handle the administrative work. The heart of a University organization is such a college. It is here that all students go for the first two years of general education before either proceeding to the professional schools or electing to stay in arts and sciences for general or professional education.

As was pointed out in my report of last year, both our School of Liberal Arts and our School of Science have been long established and are well developed. Each is headed by a teacher who is carrying a full teaching schedule. The combined enrollment of 1300 is larger than that of many liberal arts colleges. Both schools have completely outgrown their administrative organizations. A satisfactory degree of curriculum and budget supervision is not possible under these conditions.

Two years ago the Board of Trustees directed us to bring these schools together into a central college of arts and sciences around which the professional schools, such as agriculture and engineering, could be organized. We hope this year to get authorization for a dean of this college. Eighteen departments make up these schools, and only a full-time administrator could supervise them. This is a key position.

The increase in the enrollment of women students seems certain to result in a relative increase in student majors in the departments of the schools of liberal arts and science. The one position of dean that would make possible the merger of these schools into our central college would greatly strengthen our entire University organization.

The School of Liberal Arts, in addition to serving the entire undergraduate student body in the first two years of our core curriculum, has more students than any comparable part of the University—a total of 734 in the autumn semester. Of these students, 337 were women.

The rapid post-war increase in student enrollment in this part of the University has resulted in a degree of crowding that is a handicap to the work. One department, for example, goes to nine buildings to meet classes. A classroom building to bring this work together and to relieve the pressure on many other buildings is becoming one of our major needs.

More adequate quarters for the department of Fine Arts are also needed. Music cannot reasonably be housed in a classroom building demanding quiet surroundings. For several years the music program has functioned only by courtesy of the Alumni Association, and at the expense of student extra-curricular activities which center in the alumni-built Memorial Building.

In this post-war period there has been a general strengthening of several liberal arts departments, such as History and Government, English, Economics, Psychology and Education. One new development has been the addition of a teacher in audio-visual aids to teaching. An audio-visual center has been set up to assist the faculty in using films, records and lantern slides, and a good start has been made in this work. Another new development of the post-war period has been the return of journalism to the curriculum. Within the past three years 14 of our students have gone into newspaper work.

The growing maturity of our liberal arts school was indicated this past year by the selection of one of our English teachers as national executive secretary of the College English Association and editor of its monthly magazine. In addition, two sub-departments in the School of Liberal Arts, Sociology

and Philosophy, were given departmental status. This should facilitate their further development.

With 600 undergraduate students, the School of Science ranks second in enrollment among our schools. Its eight departments have been strong since the early days of the Massachusetts Agricultural College. Some of the departments have strengthened their staffs materially during the year. Several substantial grants of funds for research have been made available. Spirit and morale throughout the School of Science are high.

The Connecticut Valley offers rare opportunities for field work in geology and the biological sciences. An unsurpassed outdoor laboratory surrounds the campus. Few institutions in the country have such a varied terrain at hand, or such a wide range of natural surroundings for geologic studies.

Some of our science courses form the basis for important programs in public health. A course in clinical laboratory methods has been offered for some years. With minor revisions it is being offered this semester in cooperation with the State Department of Public Health to train auxiliary medical laboratory personnel for civilian defense work in blood typing, Rh determinations, differential cell counts and other techniques related to blood handling and transfusion. This is a pilot course which will be used as the basis for courses at other institutions in the Commonwealth.

We have arranged for three new 12-week courses in Environmental Sanitation for health department inspectors. These will be taught largely by the staff of the New England Field Training Center of the United States Public Health Service, now located on the campus. Enrollment is limited to 15 for each course—12 from city and town health departments in Massachusetts, and three from other New England states. These courses seem to meet a real need, and the demand for them is quite active.

The University has the basic courses in arts and sciences that could be used for a five-year School of Nursing. There is an important need for such a school in connection with both the national defense effort and the increasing number of women students at the University. Two years ago the Dean of the University began a study of the problems of a nursing

program, and he has reported that a full program could readily be provided by the University.

We already have the courses needed for the first two years. The next two years would be spent by the students in clinical instruction at nearby hospitals which are anxious to cooperate. A final year would be spent on the campus in advanced courses, all of which we have or can easily provide. We would need to add to our staff two or three new members to direct the training and to teach courses not now in the curriculum. The program would open new opportunities to women students, and would meet the need for professional nurses trained in supervisory work.

EDUCATION OF WOMEN

The rapid increase in number of women students brings new prominence to the problems of education for women. Women students, like the men, follow their interests into almost every part of the University after they have completed the first two years of general education. We believe that neither women nor men should all be pressed into the same educational mold.

Many women students stay in the School of Liberal Arts for four years of a general education, or preparing for professions such as teaching. Women students are found in almost every professional field at the University. But although they follow the same required curricula as men, the elective courses available each semester may be selected with different objectives in mind, and the over-all program may be quite different from that of any man.

We have but one professional school, Home Economics, that is given over almost entirely to the education of women. Even here men are often found in such courses as Advanced Nutrition—men whose primary interests are in related fields. Enrollment in Home Economics is growing rapidly. Last year there were 177 majors in the School. This year there are 241. There is every indication that rapid growth will continue.

This growth is a result in part of fine facilities and courses. In part it is a result of increasing interest in careers for women. Home Economics has a primary concern with homemaking. However, it opens career opportunities in many other fields

where trained workers are in demand, such as foods and nutrition, child development, textiles, clothing, and applied art.

A woman's adult life is usually divided into three parts, careerwise. From college she goes to a position in which she can support herself until marriage. The early married years are devoted to homemaking, but when the children are grown up and gone she can often arrange for a career outside the home if she has the interest and knowledge needed for a start. Home Economics offers fields of interest that may be prominent through all these changes in objectives with hardly a break; that is, Home Economics education can be highly relevant to a woman in all three parts of her adult life.

Home Economics is only one of many approaches to careers of accomplishment outside the home, but some attention should be given to domestic affairs in the education of women. It is obvious that no more important responsibility will ever be found for most women than the management of homes and the raising of the next generation, and that too often this responsibility is left to information picked up incidentally along the way.

Better children from better homes might well become a national slogan. The armed forces find it necessary to reject more than 20 per cent of our young men as physically or mentally unfit. These handicaps are often as crippling in civilian as in military life. Proper attention in early years would have prevented the development of many of them.

Even more important, perhaps, is the development of mental slants that lead to anti-social behavior. Juvenile delinquency is a serious problem everywhere. The greatest tragedy is not that some of these children may later have to be placed in institutions for the good of society, although many will be, but that millions of law-abiding citizens live their lives so far below par, handicapped by maladjustments of personality that could have been prevented in early years by a better general knowledge on the part of parents of the problems of child development and by the better environment of a home where the wealth of information now available is used intelligently.

AGRICULTURE AND HORTICULTURE

In my report of last year I mentioned the need of bringing all our well-developed resources in agriculture and horti-

culture to a focus in one excellent professional school. On November 1 this was done with the appointment of Dr. Dale H. Sieling as Dean of the combined Schools of Agriculture and Horticulture. This brought together under his direction, all agricultural and horticultural teaching, research, extension and control services. This will give a unity and coordination to the program which have been needed.

We have 406 four-year undergraduates in the new School of Agriculture and Horticulture, 440 students in the Stockbridge School, and 69 graduate students in agriculture and horticulture—a total of 915 students. This is more students of agriculture than we had when the institution was a College of Agriculture. We have more and, I believe, better courses than we had at that time.

The University is the only institution of higher education in the Commonwealth which has a comprehensive program of service to agriculture in teaching, research and extension. The reorganization of the past year should make possible a better coordination of our program and its maintenance on a high level, entirely suitable to the leading agricultural state in New England.

The Stockbridge School of Agriculture continues to serve with a two-year non-collegiate course those students who cannot for one reason or another take four years of college work. This school is 30 years old. Its graduates have made fine records. They manage, for themselves or others, some of the best farms of New England, and they fit into industries related to farming wherever a practical knowledge of modern farm operations is required. The positions of responsibility attained by many Stockbridge men and women are ample proof of the value of this two-year program to the students and to agriculture.

Off-campus teaching and related educational services are a well-developed part of the work of the School of Agriculture and Horticulture. More farm families than ever before are calling on Extension workers for help in learning about and in using better methods of farming and homemaking. More than 116,000 persons attended Extension meetings in the past year.

Research has been a vital part of our agricultural services for more than 60 years. During the post-war period the

scientists of the Massachusetts Agricultural Experiment Station have made several outstanding contributions. For example, a new method of preventing infectious bronchitis in laying flocks is estimated to be saving poultrymen of the Northeast from three to six million dollars annually. A better method of weeding carrots by chemical means that was developed here is now being applied to 90 percent of the nation's carrot fields, and is estimated to be saving six million dollars annually in hand labor. In connection with this work, Professor William H. Lachman was given a national award in 1948 for the best research on vegetable crops.

Other research developments include a method for determining heat inactivation of enzyme systems in acid canned foods. It is expected to save many millions of dollars annually by preventing food spoilage and deterioration. A new strain of White Plymouth Rocks is today being received with great enthusiasm by New England poultrymen.

The effect of organic matter in soils on phosphate availability and utilization is a fundamental discovery which should contribute substantially to the preservation of our dwindling supply of natural phosphate fertilizers. Every improvement in agriculture from research or extension or teaching results in the end in better or cheaper food for consumers.

During the past year the department of forestry in the School of Agriculture and Horticulture was accredited. Forestry courses have been offered for many years, but it was not until the post-war period that a complete curriculum was established. The department is one of 25 schools or departments that have accreditation by the Society of American Foresters.

PROGRESS OF NEWER SCHOOLS

The School of Engineering is now in its fourth year, and has an enrollment of 379 students. In the past year the programs in electrical, mechanical and industrial engineering were inspected and accredited by the Engineers' Council for Professional Development. Our older civil engineering curriculum was accredited last year. Accrediting committees are concerned not only with the professional courses, but with supporting courses and the general education program of the institution. Accreditation so soon after the organization

of the School is a tribute to the staff in engineering and in related fields as well.

In October we moved into the new electrical engineering building which gives us modern laboratories and adequate space for this program. The electrical engineering building has been planned as a wing of the main engineering building that should be constructed when the present defense emergency is over. This building will provide laboratories for dynamics, soil mechanics, sanitary engineering, and other phases of our program. It will also provide room for an engineering library, a campus broadcasting studio, two drafting rooms, four classrooms, and offices for engineering teachers now housed temporarily in other buildings.

The establishment of an Engineering Research Institute was authorized in the past year. One project is under way and others are planned for the coming year. Each member of the staff will be expected to devote some time to research and development work, and the Institute is now ready to offer effective research services to the smaller industries of Massachusetts.

The School of Business Administration has 319 major students, of whom 100 are freshmen. This school has developed an effective staff and curriculum, and student interest indicates that the school will continue to be prominent in our organization. One book was published by a member of the staff during the past year, and the book of another staff member will be published within a few weeks. A flow of journal articles is further proof of an alert staff interested in productive scholarship.

The industries of the region form a natural field laboratory for the staff and students in Business Administration. Studies made by them are already proving to be highly useful in guiding industrial developments. The Pioneer Valley Association provides a cooperative field organization supported by leading business men in the region. Two publications which reported the results of such studies during the year were a substantial bulletin on the Pioneer Valley Industrial Survey, and another on population growth in Pioneer Valley. The School has provided extension classes for foremen and others in business and industrial management. It plans to continue

to assist interested firms, especially those industries which are expanding rapidly because of the present emergency.

THE GRADUATE SCHOOL

Fred J. Sievers retired as Director of the Graduate School on November 1 after 20 years of effective service. At the first Commencement under his directorship, 18 advanced degrees were conferred. At the Commencement exercises of last June, 106 advanced degrees were conferred, 19 of them to foreign students.

During the coming year seven new programs will be offered by the Graduate School. A master of arts program will be offered in English, History, Mathematics and Philosophy. In addition, a master of science degree will be offered in civil, electrical, and mechanical engineering. The Graduate School should continue to grow in response to the increasing demand for advanced work in almost every field of learning. It is increasingly evident that the rapid growth of specialized knowledge has made it impossible to develop in four college years professional people of the degree of competence needed. We are handicapped on every hand by men and women who lack the final educational capstone of graduate work.

A good graduate organization in a department is a natural corollary to an active research program, or a program in some kind of creative scholarship. Together they furnish a stimulus to the staff and to undergraduate students that can be obtained in no other way. Our Graduate School is in process of reorganization with a view to extending its work gradually to every strong and interested department.

UNIVERSITY EXTENSION

In cooperation with the Massachusetts Division of University Extension a series of courses for college credit has been started at Westover Air Base. All requirements for a degree with the exception of a final year of study in residence on the campus may be met by taking these courses. Laboratory courses will be taken in campus laboratories in the evening. Admissions are handled by the regular admissions office of the University.

Seven courses were conducted in the first semester with

204 men enrolled. The most serious handicap is the unavoidable absence of students from classes, because of increasing military activity. It is not yet clear whether or not this venture can be successful in a period of mobilization, but we plan to continue the courses through the second semester.

An opportunity has been extended to engineers at Pittsfield to complete requirements for degrees through University Extension courses. Some courses involving laboratory work will be taken at the Campus. Eighty-one men were enrolled in these courses in the first semester. This promises to develop into an extension center in Pittsfield of considerable importance.

ADMINISTRATVE DEVELOPMENTS

Prior to the admission of our present freshmen class it was the policy of the University to delay final acceptance of all applicants until May. In the fall of 1949 we adopted the policy of accepting applicants early in the senior year of high school if their qualifications fully satisfy our requirements. Applicants who are not fully certified for entrance by the high school principal are, as before, asked to take the College Entrance Examination Board Scholastic Aptitude Test. Achievement Tests also are required if there is still some doubt as to whether the candidate can carry a college program successfully.

This succession of checks and tests of doubtful students may seem excessive but they are a protection both to the University and to the student. To be dropped from college for scholastic failure is profoundly disturbing to most young men and women, and they should not be subjected lightly to that experience. Also, students who are prepared to do the work are the first step toward standards of high academic achievement in the classroom.

When he has gained admission every freshman student needs the friendship and personal interest of at least one or two adults with whom he is in frequent contact. These friendships develop naturally with years in college but the freshman, who needs the help most, tends to feel lost in a strange environment.

The break between high school and college is sharp and positive. Suddenly the student must think through and make

for himself a multitude of decisions that yesterday were made or influenced strongly by parents or guardians. He must organize his time to insure careful preparation for each class. It is now his own responsibility to eat regularly and well. He must even put himself to bed when the time comes and get up promptly for breakfast and that early class. He must provide a satisfactory program of recreation. He must direct his own participation in the life of the campus. He must develop his religious interests. For the first time he must organize his life for himself.

Aside from the suddenness of the break, all this is good. The freshman has arrived at an age when he should develop an independence and self-reliance which are often difficult to achieve at home. The abrupt nature of the transition, however, calls for the help of someone, warm of heart and wise of mind, who can be a guide, counsellor and friend.

This can be provided through an advisory system with the help of interested and sympathetic teachers. This year we have had the assistance of 46 members of the family who act as freshman advisers. Their much-appreciated service has been effective. Along with the proctors and heads of residence in the dormitories, these teachers have the satisfaction of helping to smooth the way for many students who might have fallen behind in a college program that calls for achievement from the very start.

All student health and safety services were reorganized last April and placed under a University Health and Safety Council with the Dean of Men in charge. In May new regulations were made governing all eating establishments connected with the University.

The Committee on Student Life, working with the Health and Safety Council, has issued a comprehensive statement relative to the fire-proofing of materials used for decorations. It has also secured the services of a competent man to fireproof certain widely-used materials. Frequent inspections are being continued to make and to keep fraternity and sorority houses as safe as such gathering places can be made.

THE WAY AHEAD

This is probably the last nearly normal academic year that we shall see for some time. Increasingly we must turn

our attention to defense. As a State University we feel a special obligation to place all our resources at the disposal of defense administrators. Some staff members are already spending much of their time on defense measures at regional, state and national levels, and we are prepared to cooperate fully at any point where we can help.

The nation may be approaching a situation where our first concern will be sheer physical survival. Granted that, we can concern ourselves with victory for the principles and ideals for which we stand. Only after survival and victory are assured can we turn our interest toward "business as usual" or the maintenance of our standard of living.

It is equally true that our customary way of life should be changed only for well-considered reasons. We can stop Communist aggression with force. Communism itself is an idea, however, and ideas are not killed by atomic bombs. Only a better idea can defeat Communism in the minds of the have-not peoples of the world. We are certain that we have a better idea, and that it will win easily if it is given time to demonstrate its effectiveness in those countries where people live primitive lives in the midst of great natural resources.

Our real superiority is not in automobiles and refrigerators and radios. They are only the result of something much more significant, and that is our dedication to a system of government that makes a high standard of living possible by freeing the individual and opening the way for the highest achievement of which he is capable. We must not forsake our democratic ideal. We must continue to demonstrate its superiority at home.

In education we must keep our schools intact and moving forward, and we must keep in mind that far-off goal of education for every individual to the limit of his capacity. Under freedom that is the key to rapid national advancement.

With the support of this Board of Trustees we shall try to adjust to the changing situation as effectively as possible. We look forward, with you, to a future that may be trying and at times confused, but that will be always exciting in its opportunities for help to the state and nation to which the University owes its very existence.

Ralph A. Van Meter
President

February 6, 1951

UNIVERSITY OF MASSACHUSETTS ENROLLMENT

October 1950

UNDERGRADUATE COLLEGE

Class	1951		1952		1953		1954		Total		
SCHOOL	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Tota
Liberal Arts	113	52	93	63	100	77	91	145	397	337	73
Science	109	21	99	29	111	45	134	52	453	147	60
Agriculture and Horticulture	96	7	98	4	75	11	110	8	379	30	40
Engineering	133	0	100	0	69	0	77	0	379	0	37
Business Administration	69	3	69	3	71	4	103	4	312	14	32
Home Economics	0	32	0	47	0	63	0	99	0	241	24
Division of Physical Education	19	0	5	0	12	0	24	0	60	0	6
Specials									9	18	2
TOTALS	539	115	464	146	438	200	539	308	1989	787	277

GRADUATE SCHOOL

Men	Women	Total
284	26	310

STOCKBRIDGE SCHOOL

Class	1951		1952		
Men	Women		Men	Women	Total
195	4		233	6	438

SUMMARY (October 1950)

Undergraduate College	2776
Graduate School	310
Stockbridge School	438
	3524 Total Enrollmen

(Office of Publications, October 1950)

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